

**THE EFFECT OF THE IMPLEMENTATION OF INFORMATION
GAP TECHNIQUE TOWARD STUDENTS' SPEAKING
ABILITY AT PRIVATE ISLAMIC JUNIOR HIGH
SCHOOL NURUL ISLAM OF GUNUNG TOAR
DISTRICT OF KUANTAN SINGINGI
REGENCY**



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PEKANBARU
1433 H/2012 M**

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Thesis

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for Bachelor Degree in English Education

(S.Pd.)



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ABSTRACT

Neneng Deswita (2012): “The Effect of the Implementation of Information Gap Technique toward Student’s Speaking Ability at Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency”.

Basically, English is one of the compulsory subjects which is taught at Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency. Even though English has been taught in this school in various methods such as grammar translation method, and reading method, but in fact, the students still do not know how to speak English for example how to express and respond asking, offering and refusing service, things, refuse information, opinion and something. Ideally, the students are able to express and respond the expression such as asking, offering and refuse service, things, information, opinion and something. Therefore, the writer offers the information gap techniques toward students’ speaking ability. The aim of this research is to find out the implementation of Information Gap Technique toward student’s speaking ability at Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency.

This research is Quasi-experimental: non-equivalent control group design. The subject of this research was the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency, and the object of this research was the use of Information Gap techniques. Two classes; VIIIA (26 students) and VIIIB (26 students) were taken to be the sample of the research. One was grouped to be the experimental class and another was the control class. The instruments of this research were test and observation. In analyzing the data, the writer used Paired Sample T-test and it was calculated by SPSS version 17.00.

Based on the score of T-test, it shows that using Information Gap has effect positively toward increasing students’ speaking ability. So, there is significant different effect between the students’ speaking ability taught by using Information Gap techniques and those who are taught without using Information Gap techniques.

ABSTRAK

Neneng Deswita (2012): “Pengaruh Penerapan Teknik Information Gap terhadap Kemampuan Berbicara Siswa di Madrasah Tsanawiyah Nurul Islam Kecamatan Gunung Toar Kabupaten Kuantan Singingi”.

Pada dasarnya, bahasa Inggris adalah salah satu pelajaran pokok yang diajarkan di Madrasah Tsanawiyah Nurul Islam Kampung Baru Toar. Walaupun bahasa Inggris telah diajarkan dengan berbagai metode seperti; metode Grammar translation dan Metode reading. Akan tetapi pada kenyataannya, siswa-siswa masih belum bisa berbicara dengan bahasa Inggris, contohnya bagaimana mengekspresikan dan merespon menanyakan, meminta dan menolak informasi, pendapat, dan sesuatu. Seharusnya, siswa mampu untuk mengekspresikan dan merespon semua ekspresi di atas. Oleh karena itu, penulis menawarkan teknik-teknik information gap terhadap kemampuan berbicara siswa. Tujuan penelitian ini adalah untuk menemukan pengaruh implementasi information gap terhadap kemampuan berbicara siswa di Madrasah Tsanawiyah Nurul Islam Kampung Baru toar Kabupaten Kuantan Singingi.

Penelitian ini adalah penelitian eksperimen semu dan subjek penelitian ini adalah siswa-siswa kelas dua Madrasah Tsanawiyah Nurul Islam Kampung Baru toar Kabupaten Kuantan Singingi. Objek penelitian ini adalah implementasi tehnik-tehnik information gap. Dua kelas ; VIIIA (26 siswa) dan VIIIB (26 siswa) adalah sample yang diambil untuk penelitian ini. Satu grup menjadi kelas eksperimental dan yang lain menjadi kelas control. Instrument dalam penelitian ini adalah observasi dan tes. Dalam menganalisa data, penulis menggunakan Paired Sample T-test dan ini diolah dengan menggunakan SPSS versi 17.00.

Berdasarkan nilai T-tes, disimpulkan bahwa ada perbedaan efek yang signifikan dalam penggunaan teknik-teknik information gap terhadap kemampuan siswa dalam berbicara.

ملخص

نينغ ديسويتا (2012): تأثير تطبيق أسلوب المعلومات الفرعية إلى قدرة الطلاب على التكلم بالمدرسة الثانوية نور الإسلام كمفونغ بارو توار منطقة كونتان سيغيغي.

إن اللغة الإنجليزية من درس أساسي يدرس بالمدارس الثانوية نور الإسلام كمفونغ بارو توار. تعلم اللغة الإنجليزية بعد الطرق مثل طريقة القواعد، الترجمة و القراءة، ولا يزال الطلاب يصعبون في تكلم اللغة الإنجليزية مثل ضعفهم في السؤال و إجابة الأسئلة، قبول المعلومات و رفضها. ومع ذلك، تأتي الباحثة ببعض الأساليب المعلومات الفرعية إلى قدرة الطلاب على القراءة. الهدف من هذا البحث لمعرفة تأثير تطبيق أسلوب المعلومات الفرعية إلى قدرة الطلاب على التكلم بالمدرسة الثانوية نور الإسلام كمفونغ بارو توار منطقة كونتان سيغيغي.

هذا البحث من بحث شبه تجريبي. الموضوع من هذا البحث طلبة الصف الثاني بالمدرسة الثانوية نور الإسلام كمفونغ بارو توار منطقة كونتان سيغيغي بنما الهدف في هذا البحث تطبيق اساليب المعلومات الفرعية من الفصلين هما الصف الثامن الألف (26 طالبا) و الثالث الباء (26 طالبا) لعينات هذا البحث. تكون الفرقة الأولى للصف التجريبي و الفرقة الثاني لصف الضبط، يقال الأسلوب العنقودي. تتكون الأدوات في هذا البحث من الملاحظة و الاختبار. في تحليل البيانات اسخدمت الباحثة العينات الزوجية ت-الاختبار ثم تحلل بواسطة البرنامج الحاسوبي س ف س س الإصدار السابع عشر. بناء على نتائج ت-الاختبار ومتوسطة الفرقة التجريبية وهناك فرق هام من استخدام أساليب المعلومات الفرعية إلى قدرة الطلاب في التكلم.

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CHAPTER I

INTRODUCTION

A. The Background

The students who want to get ability in English should master four language skills, namely listening, writing, reading and speaking. As a matter of fact, among those skills, speaking is one of the most important competencies that should be mastered by students, because by having well speaking ability they will be able to communicate in English.

Speaking is an important aspect in language learning, by speaking, we can convey information and ideas, and maintain social relationship by communicating with others. In learning process, teachers must have the capability to use some learning method, techniques, and activities in order to make students active. In order to improve the students speaking ability. English teacher should have the ability to guide students in learning speaking. When the teachers are ready and proficient in implementing their role, the quality of the students will be reached. The teacher should provide some strategies or techniques. The teachers are required to apply any technique in teaching and learning process in obtaining the knowledge in a subject.

In teaching speaking, there are various possible techniques that can be done by the teacher. One of them is information gap. It can be defined as an activity, in which the students learn with their friends to share ideas or exchange information. According to Richards Jack, et al said that in order to promote real communication

between students, there must be an information gap between them, or between them and their teacher¹. And then Kalayo said Information Gap is a type communicative activity in which each participant in the activity holds some information other participants don't have and all participant have to share the information they have with other participants in order to successfully complete a task or solve problem². Information gap is one of the important techniques in teaching speaking. This technique also helps them to increase their speaking ability. They effort to keep speak English not only to their teacher, but also to the students. It makes the students more active to communicate with other.

Private Islamic Nurul Islam is one of Junior High Schools that is located in Kampung Baru village Kuansing regency. Based the writer's observation, English is a compulsory subject that must be taught to the learners. English lesson has been taught twice a week, it means one hundred and sixty minutes a week; the total in one semester is sixty hours. KTSP is used in this school. Based on syllabus of the second grade in the second semester, the standard competence of speaking for Junior High School is to express the meaning in transactional and interpersonal short orally simple to interaction with environment. Based competence to express the meaning in transactional (to get things done and interpersonal) sustained which uses oral language accurately, fluently, and acceptable in form asking, offering and refusing of

¹ Richards Jack, et al, *Longman Dictionary of Language Teaching And Applied Linguistics*, (Malaysia: Longman Group UK Limited, 1992), p. 179

²Kalayo Hasibuan, *Teaching English as a Foreign Language*, (Pekanbaru: Alaf RIAU Graha UNRI Press, 2007), p.56

service, things, information, opinion and asking, offering and refusing of something that involve narrative and recount text³. Besides, there are indicators which become the guidance of the purpose in the teaching and learning process. The indicators can be seen from syllabus such as asking and answering about asking, offering and refusing service, things, information, opinion and something that involve narrative and recount text.

In this school used Audio Lingual Method. Its' mean the teacher applied the principles of structural linguistics to language teaching. Pattern practice became a basic classroom technique. This method is the combination of structural linguistic theory and fundamentals of behaviorism (stimulus, response, reinforcement). Sometimes the teacher used Grammar Translation Method, Even though English has been taught in this school in various methods such as grammar translation method, and reading method, audio lingual method and etc, but in fact, the students still do not know how to speak English for example how to ask and answer about asking, offering and refusing service, things, information, opinion and something that involve narrative and recount text. Ideally, the students are able to ask and answer about asking, offering and refuse service, things, information, opinion and something that involve narrative and recount text. Therefore, the writer offers Information Gap technique to increase the students' speaking ability.

Based on the opinion above and writer's pre-research, although English has been taught to the students, the writer found the phenomena as follows:

³ Syllabus of School Based Curriculum (KTSP) of Second Grade of Semester 2 (2006), p. 54

1. Some of the students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency have been taught by the teacher, but they still do not know how to speak English e.g.: asking, offering and refusing service, things, information, opinion and something.
2. Some of the students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency are not able to asking and answering in English such as: asking, offering and refusing service, things, information, opinion and something.
3. Some of the students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency are not able to use the simple past tense in speaking e.g.: recount report.
4. The use of various methods such as grammar translation method, and reading method are not effective to increase the students' speaking ability.

Considering the phenomena above, the writer is interested in investigating study entitled:

THE EFFECT OF THE IMPLEMENTATION OF INFORMATION GAP TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY AT PRIVATE ISLAMIC JUNIOR HIGH SCHOOL NURUL ISLAM OF GUNUNG TOAR DISTRICT OF KUANTAN SINGINGI REGENCY.

Based on statement above, the teacher should have the techniques in teaching speaking. It is due to make the students can speak and communicate English well. In this research, the writer chooses Information Gap in improving students speaking

ability. According to Promadi, information gap can be used in process of teaching English to give helping for communication activity⁴. These types of activities are extremely effective in the language learning classroom.

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the writer to define a number of terms used in this research.

a. Effect

The effect is change that somebody/something causes in somebody/something else; result⁵. In this research, the effect is the result of teaching speaking by using information gap.

b. Information Gap

Information gap is task involving two-way communication as in information gap exercises, when one or both parties (and a large group) must share information to achieve some goal⁶. Distinguished from question-answer, referential in sharing of information is critical for the resolution of task. In this research, it can be defined as student's knowledge to exchange the information and share their idea about the topic.

⁴ Promadi, *Cara Praktis Mengaplikasikan CLT Dalam Pembelajaran Bahasa*, (Pekanbaru: LBSI. 2007), p.21

⁵ Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2000), p.138

⁶ Brown, H. Douglas, *Ibid.* p.143

c. Technique

Richard and Rodgers (1991:16 as quoted by Promadi 2008:4) define that technique is as procedure in teaching. Technique in this research means information gap techniques.

d. Speaking

Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language⁷. Meaning that, speaking can be defined as a tool communication in learning language.

Speaking is a skill which enables us to produce utterances, when genuinely communicative, speaking is desire and purpose-driven, in order words, we genuinely want to communicate something to achieve a particular end⁸.

e. Ability

Ability is capacity or power to do something physically or mentally⁹. In this research, speaking ability of a student is to exchange his or her idea, share difference information feeling or something in his or her minds to other by using spoken language.

⁷ David Nunan, *Language Teaching Methodology: a Textbook for Teachers*, (New York: Prentice Hall, 1991), p.39

⁸ Kaslim Nasruddin, "The Correlation between Grammar Mastery and Speaking Ability of the second year student at MAN Kampar Air Tiris", (unpublished S1 Thesis. Pekanbaru UIN SUSKA 2004), p.5

⁹ Jumri, *The Contribution of Problem Solving Activity Applied by Students toward Their Speaking Ability of the Second Semester Students of English Educational Department of Education and Teacher Training*, (unpublished S1 Thesis. Pekanbaru UIN SUSKA 2006), p.6

C. The Problem

Based on the background above, the writer found that many students encounter problems in learning speaking.

a. Identification of the Problem

Based on the background and phenomena that the writer found from the preliminary study, the writer identifies some problems of this research as follows:

1. Why are some of the students not able to speak English?
2. Why are some of the students not able to ask and answer in English?
3. Why are some of the students not able to use the simple past tense in speaking?
4. Is the use of Information Gap effective to increase students' speaking ability?

b. Limitation of the Problem

Based on the identification of the problems above, the writer needs to limit her research problems into:

1. The students' speaking ability taught by implementing of Information Gap at the second year students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency.
2. The students' speaking ability taught without by implementing of Information Gap at the second year students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency.
3. The difference between the students' speaking ability taught by implementing of Information Gap and those who are taught without implementing of Information Gap techniques.

c. Formulation of the Problem

Based on the limitation of the problems above, thus, the problems of this research will be formulated into the following research questions:

1. How is the students' speaking ability taught by implementing of Information Gap techniques?
2. How is the students' speaking ability taught without by implementing of Information Gap at the second year students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency?
3. Is there any significant difference between the students' speaking ability taught by implementing of Information Gap and those who are taught without implementing of Information Gap techniques?

D. The Objective and the Significance of the Research

a. The Objective of the Research

The objectives of the research are to find out the obvious depiction about:

1. To find out how is the students' speaking ability taught by implementang of Information Gap techniques?
2. To find out how is the students' speaking ability taught without by implementing of Information Gap at the second year students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency
3. To identify if there is significant difference between the students' speaking ability taught by implementation of Information Gap techniques and those taught without implementation of Information Gap techniques.

b. Significance of the Problem

Besides the specific objective above, this research is also directed to provide a scientific investigation on the effect of the implementation of information gap technique toward students speaking at private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency. The research findings are expected to provide both theoretical and practical benefits for teacher of English at Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

Speaking is very important for those who learn English as foreign language or second language. Many language learners regard speaking ability as the measurement of knowing language¹¹. By speaking, someone can communicate and share information with each other and can express his or her ideas. Speaking is very crucial in communicating and sharing information and it is also very crucial art of second language learning and teaching. Generally, there are four language skills in mastering English namely listening, speaking, reading and writing. Speaking is useful because it gives many advantages in learning English. It can increase students' pronunciation, grammatical structure and vocabulary. Speaking plays an important role in having four language skills. There are four characteristics of communicative view on language: Language is a system for expression of meaning, the primary function of language is for interaction and communication, the structure of language reflects its functional and communicative use, the primary unit of language is not merely its grammatical and structures.

Therefore, in speaking someone needs language to communicate with each other in order to the message that is conveyed by source language to the receptor

¹¹ Kalayo Hasibuan, *Op. Cit*, p.101

language can be achieved. To success in communicating language, when someone speak with each other should consider about the same language. Otherwise, the communication could not succeed if they do not consider about language.

2. The Importance of Speaking

Speaking is one of the four language skills that must be mastered by the students. It holds a very prominent role because it is one of the communicative means relating to role in social relationship and social expectation. Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of ability to carry out the conversation in the language¹². It means, the ability to speak is very important, because the goal of language learning is able the students to use the language in communication. Language has social function in which communication appears through interaction with one another such as expressing ideas and responding opinion. Teacher should have many techniques to manage and make the students feel joyful and interest in learning speaking. Techniques are important things in teaching and learning of speaking, one of the techniques is information gap.

3. The Components of Speaking

According to Hasibuan (2007:110) stated that speaking involves three areas of knowledge:

¹² *Ibid.*, p. 39

1. Mechanics. In this case, mechanics are divided into three categories: pronunciation, grammar, and vocabulary. The speaker should use the right words in the right order with the right pronunciation.
2. Functions. Function involves of transaction and interaction in speaking. The speaker should know when the clarity of message is important and when it is not needed.
3. Social and cultural rules and norms. Knowing about who is speaking to whom, in what environment or circumstances, about what the people speak, and for what reason.

Dealing with the statement above, there are some components of speaking according to Haris (1969 as quated by Awalia Rizka 2011: 10) that should be known:

a. Fluency

Speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the capability of other components of speaking. Fluency is the feature which gives speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions¹³.

b. Grammar

Grammar is needed for students to arrange a correct sentence in conversation. The speaking will be good if the speaker speaks grammatically or accurately.

¹³ Richards Jack, *Ibid*, p. 141

Grammar is the structure of language which word and phrases are combined in producing sentence¹⁴.

c. Vocabulary

Many students still confuse in speaking because of the lack of the vocabulary. The students need to have plenty of vocabularies. People cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is a set of lexemes, including single words, compound words and idioms¹⁵.

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation is the way a certain sound or sounds are produced. It means that pronunciation is also needed in speaking in order to differentiate the sounds which are produced¹⁶.

e. Comprehension

In brief, speaking requires that person not only know how to produce specific points of language includes grammar, pronunciation, vocabulary and fluency, but also understand when, why, and in what ways to produce language.

¹⁴Ibid, 161

¹⁵ Ibid, 400

¹⁶Ibid, 296

To measure those components theoretically, we must have typical scale in which each component has a set of qualities (level) to be rated, Athur Huges(2003) described the rating as follows:

Table II.1

Weighting Table

Accent	0	2	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	10	23

Table II.2

The Classification of Speaking Ability

No	Level	Percentage	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Very Good
3	Level 3	41-60	Good
4	Level 2	21-41	Fair
5	Level 1	0-21	Bad

a. Pronunciation

1.	Pronunciation frequently unintelligible
2.	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
3.	Foreign accent. Requires concentrated listening, a mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4.	Marked foreign accent and occasional mispronunciation which do not interfere with understanding
5.	No conspicuous mispronunciation, but would not be taken for a native speaker
6.	Native Pronunciation, with no trace of foreign accent

b. Grammar

1.	Grammar is almost entirely inaccurate except in stock phrase
2.	Constant errors show control of very few major patterns and frequently preventing communication
3.	Frequent errors show some major patterns uncontrolled and causing occasional irritation and misunderstanding
4.	Occasional errors show imperfect control of some patterns but no weakness that causes misunderstanding
5.	Few errors, with no patterns of failure
6.	No more than two errors during the interview

c. Vocabulary

1.	Vocabulary inadequate for even the simplest conversation
2.	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc
3.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
4.	Professional vocabulary adequate to discuss social interests, general vocabulary permits discussion of any technical subject with some circumlocutions
5.	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex radical problems and varied social situations
6.	Vocabulary apparently as accurate and extensive as that of an educated native speaker

d. Fluency

1.	Speech is so halting and fragmentary that conversation is virtually impossible
2.	Speech is very slow and uneven except for short or routine sentence
3.	Speech is frequently hesitant and jerky, sentences may be left uncompleted
4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5.	Speech is effortless and smooth, but receptively non native in seed and evenness
6.	Speech on all professional and general topics as effortless and smooth as a native speaker

e. Comprehension

1.	Understand too little for the simplest type of conversation
2.	Understand only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing
3.	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. understand quite
4.	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5.	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
6.	Understand everything in both formal and colloquial speech to be expected of an educated native speaker

4. The Teaching Speaking

The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation. According to Kayi (2006:1 in Nunan 2003) that meant by "teaching speaking" is to teach ESL learners to: Produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which are called as fluency.

5. The Nature of Information Gap Technique

Information gap is one of Communicative Language Teaching (CLT), in which it can demand students to communicate in real situation. Information gap is a technique to give the students complementary information, which they have pool together in the process of communication in order to fulfill the task¹⁷. Furthermore, according to Brown said that Information Gap is covers a tremendous a variety of techniques in which the objective is to convey or to request information¹⁸. Information gap activities are excellent way to make communicative speaking task, in which the students have different information and they need to obtain information from each other in order to finish a task. And these activities are important to make the students use English in real conversation in which the students also will get information that they need in their subject. Information gap is a technique in which there is missing information and the students need to talk each other to fill the task¹⁹.

Language students should be involved in as many situations as possible where one of them has some information and another doesn't, but has to get it-in other words, situations containing an information gap between the participants. Doughty and Pica (1986) who noted that information gaps can promote real communication and facilitate language acquisition. Given the importance of information gaps in

¹⁷ *Communicative Language Teaching*. www.ELTpodcast.com, 2006, 17 December. 2011

¹⁸ Brown, *Op.cit*, 181

¹⁹ Saputri, Heriani, The Effect of Using Information Gap Activities toward Motivation in Speaking English among Second Year Students at MAN 2 Model Pekanbaru, (unpublished SI. Thesis. Pekanbaru UIN SUSKA 2010), p. 9

communicative teaching²⁰. According to William Littlewood, the aims of communicative activities in language learning are the students are able to provide whole – task practice, improve motivation, allow natural learning, and create a context which supports learning²¹. The material information gap should have in teaching learning process because having information gap, the students can interaction purely like happen in outdoor. In information gap activities, each student has information that other students don't have. The objective is for students to ask questions to find out what they can from the others²². For examples:

A student's information

Persons Name	From	Occupation	Weekends	Movies
1. Jill (female)		Doctor		Romance
2.		Professor	Go fishing	
3. Jared (male)	Cincinnati			Action
4.	Cleveland	Banker	Play cards	
5. Janet (female)	Dayton			

B student's information

Persons Name	From	Occupation	Weekends	Movies
1.	Toledo		Relax at home	
2. Jason (Columbus			Horror

¹⁷ Xiao Qing Liao, *Information Gap in Communicative Classrooms*. www.google.com, Volume 39 number 4, 17 December. 2011 <<http://esc.state.gov/forum>>

¹⁸ William., Littlewood, *Communicative Language Teaching An Introduction*, Cambridge : University Press, 1981), p. 17

¹⁹ Kalayo Hasibuan, *Op. Cit* , p. 135

male)				
3.		Mechanic	Play baseball	
4.Jenny (female)				Drama
5.		Lawyer	Read novels	Come dy

Samples question: What is the first person's name?, How do you spell it?, Where is he/she from?, What is his/her occupation? , What does he/she do on weekends?, What kind of movies does he/she like?, After complementing the chart, discuss with your partner which person, would you like as a friend? Why?

These types of activities are extremely effective in the language learning classroom. The teacher gives every student the opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. Another advantage of information activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to other in order to accomplish the task. From the statement above, the writer can assume that information gap is one of the important techniques in teaching speaking. In this activity, the students are supposed to be working in pairs. One student will have the information that other partner does not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem of collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target.

6. The Importance of Using Information Gap in Improving speaking

Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high and they require sub skills such as clarifying meaning and rephrasing.²³ In speaking, information gap activities an important role to motivate the students to speak. By implementing information gap, the teacher simply explains the activities and reviews the vocabulary needed for the activities. The students are then on their own to complete the task. Each participant plays an important role and the task can not be accomplished without everyone's participation. Many information gap activities are highly motivational because of the nature of the various tasks. Activities that require the solving of a problem or a mystery are especially effective. If the students are sufficiently reared for the activity, the level of language accuracy will be acceptable. These activities bring the language to life for the students, grammar is no longer a concept they have difficulty applying to their speaking. The students have the opportunities to speak and communicate in the target language with his or her friends. Information gap can be taught by the teacher to make the students affective and have motivation in speaking directly with his or her friends. Besides, this technique provides the students opportunities to express or share their ideas or opinions. Information gap is also maintained by physical fact that the participants can not see each others picture (a fact that may be reinforced, if necessary, by setting u a

²⁰ *Information Gap*. Teaching English. Saturday, 17 Des, 2011, 10:32:34 PM. (http://www.teachingenglish.org.uk/knowledge_database)

screen.²⁴ Across this physical gap, the learner communicative relationship may be allowed to become fully co operative.

B. Relevant Research

In order to avoid plagiarism, the writer states two researchers dealing with the speaking through information gap technique.

1. Yanti Yushal (2005 under the title *The Influence of using Picture Series in Teaching Speaking Toward Students Speaking Achievement at Second Year Students of MAN Rengat*). She found out that the students did not have ideas when they wanted to speak English without any visual aids (picture, they said to speak English with their friends or teacher and they had low interest to speak English at the classroom. Therefore, the teacher should have the technique to improve the students speaking achievement. She also found that by using picture series in teaching could influence the students speaking achievement.
2. Zumri (2006 under the title *The Contribution of Problem Solving Activity Applied by Students toward Their Speaking Ability of the Second Semester Students of English Education Department of Education and the Teachers Training Faculty in UIN Suska Riau*). He found that some the students had less fluency in speaking, he limited vocabularies and not active among the students. Therefore, the writer tried to use problem solving activity in teaching speaking. And this activity would give big contribution to students.

²⁴William Littlewood, *Op. Cit*, p.30

C. The Operational Concept

To clarify the theory used in this research, the operational concept is used to avoid misunderstanding and misinterpretation. It is an important element in scientific study because the concept is still operated in an abstract from the research planning which must be interpreted into particular words in order to be easily measured empirically. In analyzing the effect of the implementation of information gap technique toward students' speaking ability, the writer uses several indicators as guidance to conduct this research. There are two variables in this research. They are X, namely; information *gap* technique as independent variable and it is symbolized by X and the students' speaking ability as the dependent variable, symbolized by Y. The data are taken through test.

The writer as a teacher at the time, taught the students in different techniques. However, the writer taught the same speaking material between experimental and control class. The steps of teaching for each group are as follows:

a. Experimental class

1. The teacher comes into the classroom, sits in front of the classroom and immediately begins speaking in the target language, greeting students and gives the short dialogue.
2. The teacher gives and explains the topic about information gap.
3. The teacher prepares and introduces the technique how to use information gap.
4. The teacher asks the students to divide into two groups (group A and group B).

5. The teacher asks the students to explain and share information with the other based on the group.
6. The teacher asks the students to speak in front the class to convey the information in the form of short talk and then, she evaluated the student's short talk.
7. The teacher evaluates the students speaking ability that consist of accent, grammatical, vocabulary, fluency, and comprehension.

b. Control class

1. The teacher comes into the classroom, sits in front of the classroom and greeting students.
2. The teacher explains the material.
3. The teacher asks the students to follow what she said.
4. The teacher asks the students to make the dialogue.
5. The teacher asks the students to practice the dialogue in front of the class.

This observation was conducted in classroom, where the observation was done by the English teacher and the technique was implemented by the writer in teaching the students at experimental class. This was used to find out the most effect of implementation of information gap technique toward students' speaking ability.

The students speaking ability can be seen in the following indicators:

1. The students can speak English with suitable grammar.
2. The students can speak English with good pronunciation.
3. The students can speak English with appropriate words.
4. The students are able to speak fluently.

5. The students are able to express their ideas to others by comprehending spoken language.

The Students' speaking ability was recorded by sound recorder. The score of students' speaking ability was determined by the raters; the first rater was Mr. Yasir Amri, M.Pd and the second rater was Mrs. Kurnia Budiyanti, M.Pd. Each score was gotten from the score given by the first rater and the second rater. The total scores were divided into two. For example: Student 1: the rater 1 gave score 48 and rater 2 gave 44. The total is $92:2= 46$. So the score of student 1 is 46.

D. The Assumptions and the Hypothesis

1. The Assumptions

- a. The second year students of Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency have different ability in speaking.
- b. The activities in Information Gap techniques can increase students' ability in speaking.
- c. The students will able to speak English with a good pronunciation, appropriate vocabularies, grammatical correct, a good comprehension, and speak fluently.

2. The Hypothesis

Ho: There is no significant effect of the implementation of Information Gap techniques in increasing the students' speaking ability.

Ha: There is a significant effect of the implementation of Information Gap techniques toward the students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

This research is Quasi-experimental: non-equivalent control group design and the study consist of two variables. The purpose of quasi-experimental research is to get information through some assumption from the true experiment which is impossible to control or manipulate the entire relevant variables.

Experimental	O1	X	O2	

Control	O3		O4	

O1: Pre test of experimental group

O2: Pre test of control group

X: Treatment

O3: Post test of experimental group

O4: Post test of control group

-----: no randomization

Cohen (2007:283 as quoted by

Awalia 2011: 26)

B. The Location and the Time Of The Research

The location of this research is at Private Junior High School Nurul Islam of Gunung Toar District of Kuansing Regency. This was conducted May to June 2011.

C. The Subject and Object of the Research

The subject of this research is the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency and the object of this research is the effect of the implementation of information gap technique toward students' speaking ability.

D. The Population and Sample of the Research

a. The Population

The population in this research is all of the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency, which consists of two classes. There are 26 students of VIIA and 26 students of VIIB. The total of population is 52 respondents. In order to make it clearer, see the table below:

Table III.1

**The total number of student of Islamic Junior High School Nurul Islam
of Gunung Toar District of Kuantan Singingi Regency**

No	Class	Male	Female	Total
1.	VIIIA	9	17	26
2.	VIIB	11	15	26
TOTAL		20	32	52

b. The Sample

The population of this research is small. So, the writer did not take the sample. This research uses population sampling or total sampling. In this research the

experimental class teaches by implementing information gap, while control class teaches by without information in teaching speaking.

E. The Techniques of Data Collection

In this research, the writer collected the data by using:

a. Observation

This was used to find out the most effect of implementation of information gap technique toward students' speaking ability. This observation was conducted in classroom, where the observation was done by the English teacher and the method was implemented by the writer in teaching the students at experimental class.

b. Test

In this case, in order to find out the effect of the implementation of information gap technique toward students' speaking ability, the writer gave the test. The test is consisted of pre test and post test. The pre test was given to the students in the experimental and control class to know the students' speaking ability. Before giving post test to the students, the writer gave the treatment based on the activities in information gap. The treatment was only given to the students in the experimental class to find out the effect of the implementation of information gap technique toward students' speaking ability. Then, the post test was given after conducting eight meetings in both experimental class and control class.

The scores of the students' mastery in the test were classified to determine their level of their mastery; the classification was as follows:

Table III.2
Weighting Table

Accent	0	2	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	10	23

F. Technique of Data Analysis

To analyze the data, the writer used score of post-test of the experimental and control groups. These scores were analyzed by using statistical analysis. The data was analyzed by using T-test (pair sample t-test) and it was calculated by using software SPSS 17.

The T-table was employed to see whether or not there was significant difference between the mean score in both experimental and control groups.

Statistically hypothesis:

$$H_0 = t_0 < t_{\text{table}}$$

$$H_a = t_0 > t_{\text{table}}$$

Criteria of hypothesis:

1. H_0 is accepted if $t_0 < t_{\text{table}}$ or it can be said that there is no a significant effect of implementation of information gap techniques toward the students' speaking ability.
2. H_a is accepted if $t_0 > t_{\text{table}}$ or there is significant effect of implementation of information gap techniques toward the students' speaking ability.

CHAPTER IV

PRESENTATION OF DATA ANALYSIS

A. Description of Research Procedure

The purpose of this research is to obtain the students' speaking ability which was taught by implementation of information gap techniques and without implementation of information gap techniques, and to know the significant difference between the students' speaking ability which was taught by implementation of information gap techniques and those were taught without implementation of information gap techniques. The data were obtained from students' post-test scores of experimental and control group. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. The result found in the try out was 0.857. It means that the test was highly reliable. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental group, the writer gave same picture as used in pre-test to test students' speaking ability for their post-test at experimental group. Every student had different opinion about pictures what they had seen. In control group, the writer used same picture to test students' speaking ability. Students' speaking ability was evaluated based on grammar, comprehension, vocabulary, oral expression (pronunciation), fluently. The totals of pre-test and post-test in both classes were significantly difference. The total score of the experimental

group was 2493.5 while the highest score was 62 and the lowest was 35. The total score of control group was 2214.5 while the highest was 52 and the lowest was 35.

B. Data Presentation

The data of this research were gotten from the score of students' pre test and post-test. All of data were collected through the following procedures:

1. In Both classes (experimental and control group), students were asked to describe the situation which they had seen from the picture.
2. Students' speaking ability was recorded by sound recorder.
3. The score of students' speaking ability was determined by the raters; the first rater was Mr. Yasir Amri, M.Pd and the second rater was Mrs. Kurnia Budiyanti, M.Pd. Each score was gotten from the score given by the first rater and the second rater. The total scores were divided into two. For example: Student 1: the rater 1 gave score 48 and rater 2 gave 44. The total is $92:2=46$. So the score of student 1 is 46.

There were two data of students' speaking ability served by the writer. They were: the data of students speaking ability taught by implementation of Information Gap techniques and the data of the students' speaking ability taught without implementation of Information Gap techniques, and they are as follows:

a. Students' Speaking Ability Taught by Using Information Gap Techniques

The data of students' speaking ability taught by using Information Gap techniques were gotten from pre-test and post-test of VIII B as experimental group taken from the sample of this class (26 students). The data can be seen from the table below:

Table IV.2

The score of the students' speaking ability taught by using Information Gap techniques

NO	Students	EXPERIMENTAL CLASS		Gain
		PRE-TEST	POST-TEST	
1	Student 1	41	48.5	7.5
2	Student 2	39.5	56	16.5
3	Student 3	41	51.5	10.5
4	Student 4	45.5	54.5	9
5	Student 5	39	51	12
6	Student 6	38	54.5	16.5
7	Student 7	41	55	14
8	Student 8	45	57.5	12.5
9	Student 9	43	59	16
10	Student 10	37	51.5	14.5
11	Student 11	42	58.5	16.5
12	Student 12	46.5	59	12.5
13	Student 13	45	55	10
14	Student 14	45	54.5	9.5
15	Student 15	41	58	17
16	Student 16	37	49.5	12.5
17	Student 17	39	54.5	15.5
18	Student 18	43	53	10
19	Student 19	37	51	14
20	Student 20	42.5	62	19.5
21	Student 21	46.5	57	10.5
22	Student 22	35	51	16
23	Student 23	45	60	15
24	Student 24	40	53	13
25	Student 25	38	51	13
26	Student 26	37	58	21
Total		1069.5	1424	354.5

From the table IV.2, the writer found that the total score of pre test in experimental group was 1069.5 while the highest was 46,5 and the lowest was 35 and

the total score of post- test in experimental group was 1424 while the highest was 62 and the lowest was 48.5. It means that the students have significant increasing of their ability in speaking. It proved by the total score and the score of frequency from pretest and post test which is significantly different, and it can be seen as below:

Table IV.3

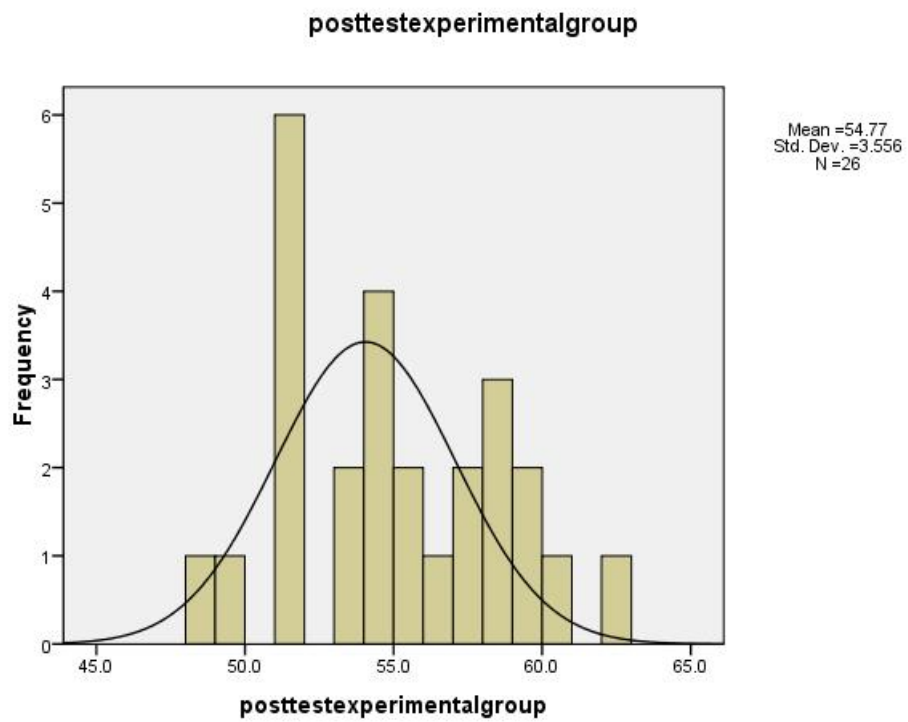
The frequency score of pre test and post test of experimental group

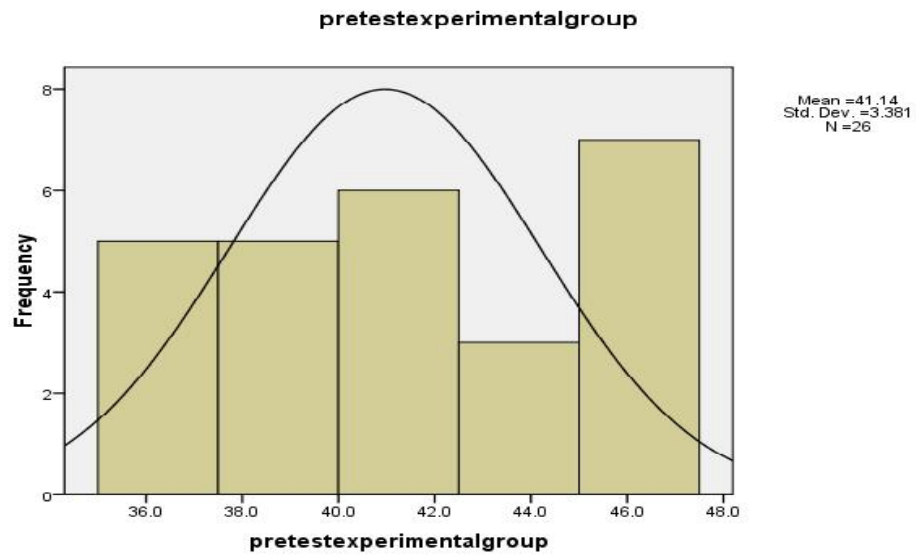
No	Valid of pre test	Frequency of pre test	Valid of post test	Frequency of post test
1	35	1	48.5	1
2	37	4	49.5	1
3	38	2	51	4
4	39	2	51.5	2
5	39.5	1	53	2
6	40	1	54.5	4
7	41	4	55	2
8	42	1	56	1
9	42	1	57	1
10	43	2	57.5	1
11	45	4	58	2
12	45.5	1	58.5	1
13	46.5	1	59	2
Total		26		26

Besides, the mean and standard deviation are also needed in analyzing data which was gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 17 to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.4**The mean and standard deviation of pre test and post test of experimental group**

	Mean	Std. Dev
	41.138	3.3815
Post test	54.769	3.5559





b. Students' Speaking Ability Taught Without Implementation of Information Gap Techniques

The data of students' speaking ability taught without using Information Gap techniques were also taken from pre-test and post-test of VIIIA as control class taken from the sample of this class (26 students). The data can be seen from the table below:

Table IV.5

The score of the students' speaking ability taught without implementation Information Gap techniques

NO	Students	CONTROL CLASS		Gain
		PRE-TEST	POST-TEST	
1	Student 1	40	43	3
2	Student 2	42	45	3
3	Student 3	35	43.5	8.5
4	Student 4	42	43.5	1.5

5	Student 5	40	42	2
6	Student 6	41	48.5	7.5
7	Student 7	36.5	46	9.5
8	Student 8	42	42	0
9	Student 9	48	48	0
10	Student 10	37	42	5
11	Student 11	37	42	5
12	Student 12	40	46.5	6.5
13	Student 13	46.5	46.5	0
14	Student 14	42	43.5	1.5
15	Student 15	35	37	2
16	Student 16	47.5	52	4.5
17	Student 17	44.5	43.5	-1
18	Student 18	43	48	5
19	Student 19	35	43.5	8.5
20	Student 20	41.5	40	-1.5
21	Student 21	35	43	8
22	Student 22	35	44	9
23	Student 23	43	47	4
24	Student 24	39	50	11
25	Student 25	35	49	14
26	Student 26	46.5	46.5	0
Total		1049	1165.5	116.5

From the table IV.5, The writer found that the total score of pre test in control group was 1049 while the highest was 48 and the lowest was 35 and the total score of post-test in control group was 1165.5 while the highest was 52 and the lowest was 37.

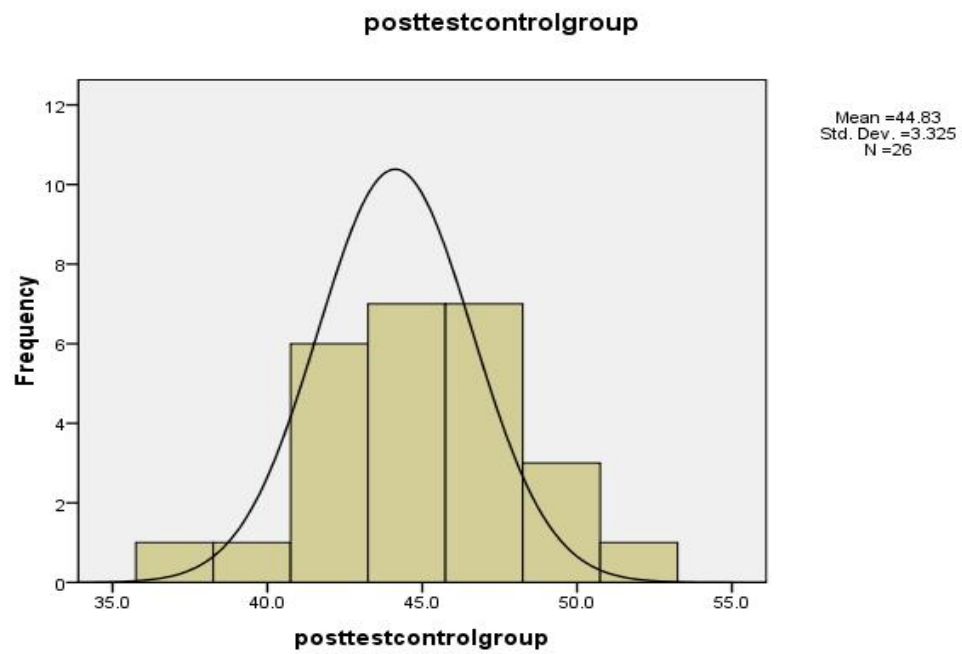
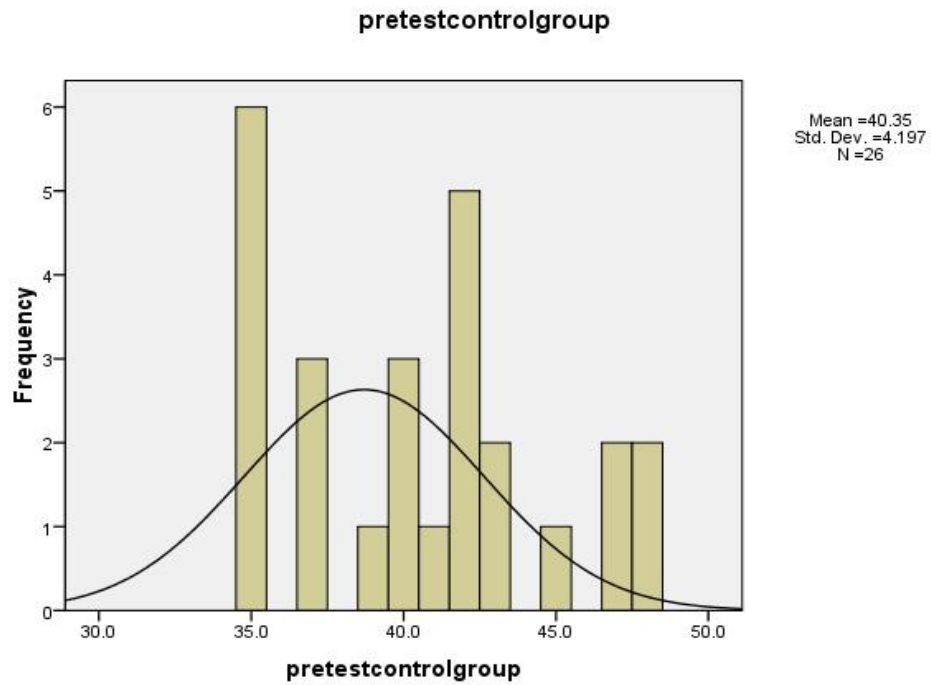
It means that the students have little increasing of their ability in speaking, and it is not as experimental group. Besides, the mean of pre test and post test of control group and experimental group also have a big different. The frequency score and the mean of pre test and post test of control group can be seen as below:

Table IV.6**The frequency score of pre test and post test of control group**

No	Valid of pre test	Frequency of pre test	Valid of post test	Frequency of post test
1	35	6	37	1
2	36.5	1	40	1
3	37	2	42	4
4	39	1	43	2
5	40	3	43.5	5
6	41	1	44	1
7	41.5	1	45	1
8	42	4	46	1
9	43	2	46.5	3
10	44.5	1	47	1
11	46.5	2	48	2
12	47.5	1	48.5	1
13.	48	1	49	1
	Total	26		26

Table IV.7**The mean and standard deviation of pre test and post test of control group**

	Mean	Std. Dev
Pre test	40.346	4.1971
Post test	44.827	3.3255



c. Test of Reliability

Test of reliability is to know whether the tests which should be given to experimental group and control group are reliable or not reliable therefore, the writer took try out from other classes of the second years. The score of try out as below:

Table IV.8

The score of try out

No	Group 1	Group 2
1	60	60
2	60	60
3	60	60
4	60	55
5	55	70
6	70	55
7	70	70
8	60	55
9	60	50
10	60	50
11	50	50
12	50	45
13	45	45
14	40	40
15	40	36

Table IV.9

Reliability Statistics of Try Out

Cronbach's Alpha	N of Items
.857	2

Table IV.10**Mean and standard deviation of try out**

	Mean	Std. Deviation	N
Group 1	56.00	9.297	15
Group 2	53.40	9.811	15

Number items: 2

Mean of Group 1: 56.00

Mean of Group 2: 53.40

Standard deviation of Group 1: 9.297

Standard deviation of Group 2: 9.811

Cronbach's Alpa: 0.857

df: 13

The score obtained compares to r table of product moment that the degree of freedom is 13 " r " product moment at level 5% is 0.514 and 1% is 0.641. The score obtained of Cronbach's Alpa was 0.857 higher then r table whether 5% and 1% ($0.514 \leq 0.857 \leq 0.641$). It means that the test was reliable.

C. Data Analysis

a. Student Speaking Ability Taught by Information Gap

The writer did test to find out students' speaking ability. To analyze the data, the writer used t-test formula by using software SPSS 17.

Table IV. 11

The mean and standard deviation of pre test and post test of experimental group

	Mean	Std. Dev
Pre test	41.138	3.3815
Post test	54.769	3.5559

From the table IV.11 above it can be find out that students' speaking ability which is taught implementation of information gap techniques at the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency Kampar is categorized as good (54.769).

b. Student Speaking Ability Taught without by Information Gap

Table IV.12

The mean and standard deviation of pre test and post test of control group

	Mean	Std. Dev
Pre test	40.346	4.1971
Post test	44.827	3.3255

From the table IV.12 above it can be find out that students' speaking ability which is taught without implementation of information gap techniques at the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency Kampar is categorized as good (44.827).

c. The Significant Difference Between the Students' Speaking Ability Taught by Implementation of Information Gap and those Who are Taught Without Implementation of Information Gap techniques

The writer did test to find out students' speaking ability. The data were obtained through the gain of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 17.

Table IV.13

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control group	4.48	26	4.090	.802
Experimental group	13.63	26	3.297	.647

From the table IV.12 above it can be find that the Mean of control group is 4.48 and the standard deviation is 4.090. And the Mean of experimental group is 13.63 and the standard deviation is 3.297. It can assume that there is significant difference between the students' speaking ability taught by implementation of information gap and who taught without implementation of information gap.

Table IV. 13
Paired Samples Test

Paired Differences						t	df	Sig. (2-tailed)
Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference					
			Lower	Upper				
Pair 1 Control Group – Experimental Group	-9.154	5.656	1.109	-11.439	-6.869	-8.252	25	.000

Based on the result of Paired Sample t-test by using SPSS above, the sig. (2-tailed) is. $< r(0.00 < 0.05)$, it shows us that H_0 is rejected and H_a is accepted.

Based on table IV.13 that t_o is 8.252, the T table is compared by getting degree of freedom (df) 25. T-table in the degree of significance 5% and 1% was obtained 2.06 and 2.79. So, the writer found that $2.06 < 8.252 > 2.79$. So, it can be analyzed that t_o is higher than T-table in either 5% or 1%. It can be said that H_0 is

rejected and H_a is accepted. It shows that implementation of Information gap techniques has effect positively toward students' speaking ability. To answer the second of the problem it can be find out that there is significant effect of implementation of Information gap toward students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three conclusions of this research based on the objectives of the research. The first is to find out students' speaking ability that is taught by using Information Gap techniques. After conducting the research, the students' speaking ability who are taught by implementation of information gap techniques at the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency is categorized into good.

The second is to find out students' speaking ability who are taught without by implementation of Information Gap techniques. After conducting the research, the students' speaking ability who are taught by implementation of information gap techniques at the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency is categorized into good.

The last question is to investigate significant difference between the students' speaking ability taught by using Information Gap techniques and those who are taught without using Information Gap techniques. Based on the score of T-test it shows that there is a significant difference between the students' speaking ability which is taught by implementation of Information Gap techniques and those who are taught without implementation of Information Gap techniques.

B. Suggestion

Considering the effectiveness of using Information Gap techniques toward increasing students' speaking ability, the writer would like to give some suggestions as follows:

a. Suggestions for the teacher:

1. It is recommended to teacher to use Information Gap techniques in teaching and learning process.
2. The teacher should have ability to guide the students in learning English in order their ability is increasing especially in speaking English.
3. The teacher should give the students opportunities to share or express their ideas in front of their friends.
4. The teacher should be creative in improving teaching and learning process.
5. The teacher should give attention to the students' interest.

b. Suggestion for the students:

1. The students should pay more attention to the lesson that has explained by the teacher.
2. The students should do the discussion and sharing information in order to improve their speaking ability.
3. The students should speak English more often.
4. Practice English whenever you are.

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